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ABSTRACT

A follow-up study was conducted of released youth and adult offenders who had had vocational training while incarcerated in six Ohio correctional facilities. Structured personal interviews were administered to 185 students by counselors and counselor managers of the Bureau of Vocational Rehabilitation, Ohio Rehabilitation Services Commission. Interview sites covered fifteen cities and numerous rural towns in Ohio. Findings were reported on students' perceptions of their correctional vocational program, post release employment and educational experiences, and general problem areas encountered during the post-release adjustment period. Major findings indicated the following: (1) overall student impressions of the quality of correctional vocational training were favorable; (2) unemployment rates for both youth and adults were high; (3) few obtained a job in the same or related field of training; (4) enrollment in an educational institution after release was low; (5) and "lack of job" and "lack of money" were the most frequently cited post-release problems. Recommendations focus on the following: strengthening job placement, educational placement, and vocational guidance and counseling services; establishing a career education program; and providing a pre-employment training program to all offenders prior to release or parole. (Copies of the interview forms are appended.) (Author/JH)

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ED155354

VOCATIONAL EDUCATION IN OHIO CORRECTIONAL INSTITUTIONS: A FOLLOW-UP STUDY

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

VOCATIONAL EDUCATION IN OHIO CORRECTIONAL INSTITUTIONS: A FOLLOW-UP STUDY

Final Report

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U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Occupational and Adult Education

ABSTRACT

This report presents the results of a follow-up study of released youth and adult offenders who had vocational training while incarcerated in six Ohio correctional facilities. Structured personal interviews were administered to 185 students by counselors and counselor managers of the Bureau of Vocational Rehabilitation, Ohio Rehabilitation Services Commission. Interview sites covered 15 cities and numerous rural towns in Ohio. Findings are reported on students' perceptions of their correctional vocational program, post-release employment and educational experiences, and general problem areas encountered during the post-release adjustment period. Major findings indicated that overall student impressions of the quality of correctional vocational training were favorable; unemployment rate for both youth and adults was high; few obtained a job in the same field or in a field highly related to the one for which they were trained; enrollment in an educational institution after release was low; and "lack of job" and "lack of money" were the two most frequently cited post-release problems. Recommendations focus on improving the transition from a correctional facility to employment and education opportunities in the "free world." These include strengthening job placement, educational placement, and vocational guidance and counseling services; establishing a career education program; and providing a pre-employment training program to all offenders prior to release or parole.

PREFACE

During the past decade various social changes have focused attention on the plight of the disadvantaged and what might be done to encourage their integration into the mainstream of society. Correctional systems are examining their priorities and taking a close look at programs and intended outcomes. Administrators of correctional vocational programs are concerned about the value of vocational training of offenders upon their return to the "free world."

Recognizing the role vocational education has in qualifying offenders for employment and motivating them toward further education, the U.S. Office of Education, Bureau of Adult and Occupational Education sponsored this project. The major purpose of the study was to provide decision makers in the Ohio Youth Commission and the Ohio Department of Rehabilitation and Correction with a data base on employment and educational experiences of ex-offenders upon which to improve vocational education programs.

We gratefully acknowlede the support and cooperation of Neil Johnson, Vocational Supervisor for Corrections, Division of Vocational Education, Ohio Department of Education; Christ George, Director of Education, Ohio Youth Commission, and Harrison Morris, Director of Education, Ohio Department of Rehabilitation and Correction. These individuals facilitated positive working relationships with the Ohio correctional institutions and vocational staff, in addition to providing valuable input to the development of the interview instruments, data collection strategy and other major project activities.

We thank the vocational education coordinators in the correctional facilities who provided us with educational transcript and placement information on vocational students.

The cooperation of the Adult Parole Authority and the Community Services Division of the Ohio Youth Commission is also appreciated for assistance in providing updated addresses and telephone numbers of ex-offenders.

The 31 counselors and counselor managers of the Bureau of Vocational Rehabilitation demonstrated a high level of professional competence as field interviewers.

The project staff is indebted to the many vocational students who allowed us to interview them and gain insight into the experiences and problems they faced in adjusting to the "free world."

The staff at The Center for Vocational Education can be proud of their contributions to this effort. Charles Whitson, Bruce Reinhart, and Pat Cronin provided valuable technical assistance to the Project Director. The development of the questionnaires was planned and coordinated by Earl Russell. Typing skills and many helping hands were provided by Alice Musser, Roseann Pavlik, and Janine Hillegas. Finally, credit is accorded to the authors, Robert Abram and Robert Wheatley, for a job well done.

Robert E. Taylor
Executive Director
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Education

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INTRODUCTION

The belief is widely held that correcting educational and vocational deficiencies of offenders in penal institutions makes a significant contribution to their successful reintegration into society (Corrections, 1973; Levy, Abram, and LaDow, 1975). This belief is considered by many penologists as an advancement in theory and practice from the preceding period when punishment and hard labor represented the major deterents to crime. Since the reformatory movement in the late 19th century, correctional institutions have been at least nominally committed to the proposition that neither punishment nor hard labor leads to effective reintegration of the ex-offender into society.

During the past decade, vocational education has emerged as a major rehabilitative component for meeting the needs of prison populations which were typically poor, undereducated, and unemployed. Additional justification for its use may be demonstrated by the fact that skill training appears to offer an opportunity for program designers to formulate a curriculum that includes emphasis on proper work attitudes and values for dependability and achievement in work situations. These features appear to be particularly apropos to offenders entering correctional institutions with insufficient occupational skills. In addition, few of them have maintained extended work experiences,

and, therefore, exhibit less favorable views regarding work.

Recently, the assumption that correctional programs are effective approaches for successfully reintegrating the ex-offender into the community has been challenged (Lipton, Martinson, and Wilks, 1975). Many penologists are re-examing their thinking about such programs in light of the continuing high recidivism rates that plague most, if not all, correctional systems. Whether recidivism is or is not the appropriate indicator for evaluating correctional programs has been argued during recent years. Perhaps a more provocative question to ask is: Of what value is correctional vocational education to students after they are released? However, the establishment of a data base to answer this question is sorely lacking. Few studies have been conducted to follow-up ex-offenders as they attempt to find employment, continue school, and re-establish ties with family and friends. In what way does a correctional vocational education program impact upon these post-release experiences?

The Ohio Youth Commission (OYC) and the Ohio Department of Rehabilitation and Correction (ODRC) are concerned with providing quality vocational education programs for their offenders During the past decade, these programs have been established for both youth and adults on the assumption that they would help ex-offenders obtain employment upon release, motivate them toward further education to improve vocational skills, and facilitate

their reintegration into society. However, this assumption has never been tested in Ohio. Little information is available on the employment, educational, and societal experiences of ex-offenders. Relatively few studies have examined the relationship between problems or successes ex-offenders experience in obtaining employment or continuing their education and their vocational education programs.

This report documents a follow-up study of correctional vocational education students conducted for the OYC and ODRC. It is designed to provide a current data base on employment and educational experiences of ex-offenders for improving vocational education programs within these agencies.

OBJECTIVES AND SCOPE

Several important questions must be addressed if a follow-up study is to benefit future students and the administering organizations. First, what is the perceived quality of training that students are receiving? Secondly, of what value is that training to students after release from the institution? Finally, what indicators for change exist for the improvement of programs? The answers to these questions logically formed the basis for the objectives of this study:

1. to obtain attitudinal data on program operations;
2. to determine the use of vocational training by former students who have returned to the community; and
3. to develop recommendations that will impact improved vocational education for students.

Follow-up activities focused on students who had been released from institutions of the Ohio Youth Commission (OYC) and the Ohio Department of Rehabilitation and Correction (ODRC). The following institutions were selected by the cooperating agencies for inclusion in the study.

OYC

Indian River School; Massillon, Ohio

Scioto Village; Powell, Ohio

Training Institution of Central Ohio (TICO); Columbus, Ohio

Fairfield School for Boys; Lancaster, Ohio

ODRC

Ohio Reformatory for Women (ORW); Marysville, Ohio

Ohio State Reformatory (OSR); Mansfield, Ohio

METHODOLOGY

Major research tasks consisted of (1) preconditioning students, (2) development of data collection instruments, (3) interview procedures, and (4) data analysis. Activities for accomplishing these tasks are presented in the following sections.

Preconditioning of Students

Monthly visits were made to each of the six institutions to precondition students prior to release. Preconditioning consisted of an informal discussion with students concerning the purpose of the study, their role as voluntary participants, and procedures for maintaining confidentiality of the information collected. Students were informed that they would be contacted for an interview approximately three to four months after their release. A brochure summarizing this information was distributed to the students (see Appendix A).

During the period from August 19 to June 1977 a total of 657 students were preconditioned. Table 1 shows a breakdown of preconditioned students by institution.

After offenders were preconditioned, their names and placement addresses were filed and a date for follow-up three months hence was assigned. As follow-up dates evolved each month, lists of names and addresses were compiled according to release location and mailed to interviewers.

TABLE 1

VOCATIONAL EDUCATION STUDENTS
PRECONDITIONED IN OHIO CORRECTIONAL FACTILITIES
(Frequency and Percent)

Correctional Facility	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
ORW	-	-	59	36.88	59	8.98
OSR	-	-	101	63.12	101	15.37
TICO	50	10.06	-	-	50	7.61
Scioto Village	39	7.85	-	-	39	5.94
Fairfield	312	62.77	-	-	312	47.49
Indian River	96	19.32	-	-	96	14.61
Total	497	100.00	160	100.00	657	100.00

Development of Data Collection Instruments

Development of data collection instruments was based on the study objectives. Thus, for example, Form A addressed the perceived quality of instruction, equipment, materials, and other components of the correctional vocational program, in accordance with the first objective. Demographic data on each student were also collected on Form A. Information categories included marital status, ethnicity, highest grade completed, and release date.

Form B focused on employment experiences, particularly as these related to the correctional vocational education programs. Questions on this form addressed such factors as type of employment obtained, wages, assistance in obtaining employment, and problems encountered on the job.

Form C was developed to explore educational experiences of those vocational students who entered secondary and post-secondary institutions after release. Items on this form included current course of study, relationship of current school program to correctional vocational program, extent to which correctional vocational program credits applied to current education program, and problems encountered in new educational environment. Forms A, B, and C also solicited suggestions for improving the correctional vocational program and probed students' long-range plans for employment and/or further education. Interview Forms A, B, and C are included as Appendix B of this report.

The format and content of all interview forms were reviewed and critiqued by project staff, education administrators from OYC and ODRC, and the Protection of Human Subjects Committee at The Ohio State University. The revised forms were then field tested in the Columbus, Ohio, area with several youth and adults recently released from Ohio correctional facilities. Field-test results were very positive and indicated that only minor refinements were necessary.

An attempt was made to assess the reliability and validity of interview Form A. Reliability was estimated by the Spearman-Brown formula and was calculated as: $r = .83$ (Anastasi, 1968).

A 20% random sample of respondents was drawn to assess validity of the information obtained by field interviewers. Approximately 42% of this sample were actually contacted by telephone and interviewed. Comparisons of respondents' interview forms with their transcripts provided additional evidence of validity. None of these comparisons revealed conflicting information. However, this process did result in the exclusion of 2 of the 187 interviews (1.07%). One individual had been enrolled in a vocational program in an institution that was not included in the study and the other had not received certified vocational training. Sensitivity of the information and anonymity assurances precluded validation of interview Form B with employers and Form C with school administrators.

Interview Procedures

Release addresses for youth were obtained from correctional school transcripts provided to the Project Director by the vocational coordinator in each of the four OYC facilities. Placement addresses for the adults were obtained directly from these students during preconditioning visits.

Arrangements were made with the Bureau of Vocational Rehabilitation (BVR), Ohio Rehabilitation Services Commission to employ BVR counselors and counselor managers as field interviewers. Selection of field interviewers was coordinated through the Area Supervisors at BVR District Offices and emphasized experience in interviewing special needs populations. In larger metropolitan areas (e.g., Cleveland, Cincinnati, and Columbus), field interviewers were recruited from BVR staff specializing in services to public offenders. Thus, the team of interviewers selected was experienced in the tasks of locating and interviewing ex-offenders.

Interviewers were based in 15 Ohio cities and towns, allowing coverage of most areas of the state. Two interviewers were assigned coverage of rural towns located primarily in Southeastern Ohio to permit representation of sparsely populated areas. Appendix C contains a list of the 31 BVR counselors who participated as field interviewers.

The interviewers received a packet of interview forms and instructional materials to review before initiating follow-up activities. Instructional materials included interviewing guidelines, suggestions on contacting ex-offenders, and log sheets with instructions. The logs were used to compile data on the level of effort required to locate and interview ex-offenders. Specifically, these forms provided compilations of the number of telephone, letter, and residence contacts, and the outcome of each contact. Approximately five contacts were required for each completed interview. A complete report of the findings relative to level of effort is presented as Appendix D.

Also included in the instructional materials were lists of the regional offices of the Adult Parole Authority and the Community Services Division of the OYC. Field interviewers were advised to contact regional offices to obtain updated addresses and phone numbers of ex-offenders if current listings were incomplete or inaccurate.

Interviewing was initiated in February 1977 and continued through September 1977. Standardized forms and the structured interview procedure were used to collect the data.

Data Analysis

The data are reported in terms of the frequency and percentage of responses to each question. Statistical techniques were applied as warranted.

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

Since the study addressed the impact of vocational programs administered by two separate state agencies, data presentations focus whenever possible on separate outcomes for OYC (Youth) and ODRC (Adult) organizations. In some cases, it was possible to display the data at the institutional level.

Frequencies and percentages are reported for each question. Descriptive statistics, Chi Square, and selected other non-parametric statistics were also examined.

The findings are presented in 5 sections:

1. characteristics of the sample;
2. perceived program strengths and weaknesses;
3. employment experiences;
4. educational experiences; and
5. adjustment since release.

Characteristics of the Sample

Follow-up contacts were attempted with 449 of the 657 offenders preconditioned. Contacts were not attempted with ex-offenders released to out-of-state locations and with many of those who resided in isolated rural towns. In addition, during certain months, the number of offenders released to metropolitan areas exceeded interviewing capacity. Thus, a total of 208 ex-offenders were not contacted either because they were located in inaccessible areas or because interviewing resources would not permit total coverage of all assigned names.

Bureau of Vocational Rehabilitation personnel interviewed 197 individuals. Of this total, 185 were included in the analysis. Ten forms were either incomplete or submitted beyond the deadline for inclusion in the analyses. One individual interviewed was released from an Ohio correctional facility not included in the study and another had not received certified vocational training. These data, therefore, were omitted from the analyses. A breakdown of the 185 interviewees shows that 152 or 82% were released from OYC institutions and 33 or 18% were released from ODRC institutions (Table 2). Almost all of these individuals were under parole status at the time of the interview. Scioto Village and Ohio Reformatory for Women (ORW) house female offenders and the remaining facilities house male offenders. Approximately 56% of the interviewees received their training at Fairfield School for Boys. This facility had a relatively high population (approximately 600), short length of stay (5½ months), and offered 23 vocational programs to the incarcerated youth.

Over half the youth (63.81%) were incarcerated for periods of 6 months or less (Table 3). Adults were incarcerated for longer periods of time--three-fourths (78.80%) spent from 7 to 24 months at the two adult facilities.

Table 4 shows that after leaving a vocational program 92% of the youth and 84.90% of the adults were confined three months or less in the institution before being released. An additional 12.10% of the adults and 8% of the youth were not

TABLE 2

STUDY PARTICIPANTS INTERVIEWED
FROM OHIO CORRECTIONAL FACILITIES
(Frequency and Percent)

Correctional Facility	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
ORW	-	-	18	54.50	18	9.70
OSR	-	-	15	45.50	15	8.20
TICO	11	7.20	-	-	11	5.90
Scioto Village	9	5.90	-	-	9	4.80
Fairfield	103	67.80	-	-	103	55.70
Indian River	29	19.10	-	-	29	15.70
Total	152	100.00	33	100.00	185	100.00

TABLE 3

MONTHS CONFINED
IN CORRECTIONAL FACILITIES
(Frequency and Percent)

Months	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0-6	97	63.81	4	12.10	101	54.60
7-12	38	25.00	9	27.30	47	25.40
13-18	11	7.24	9	27.30	20	10.80
19-24	6	3.95	8	24.20	14	7.60
25-30	0	0	0	0	0	0
31-36	0	0	2	6.10	2	1.10
37-42	0	0	0	0	0	0
43-48	0	0	1	3.00	1	.50
Total	152	100.00	33	100.00	185	100.00

TABLE 4

DURATION IN INSTITUTION AFTER
LEAVING VOCATIONAL PROGRAM
(Frequency and Percent)

Duration in Institution After Program	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
One month or less	128	84.70	18	54.60	146	79.40
2 - 3 months	11	7.30	10	30.30	21	11.40
4 - 6 months	6	4.00	1	3.00	7	3.80
7 - 12 months	6	4.00	3	9.10	9	4.90
Over 12 months	0	0	1	3.00	1	0.50
Total	151	100.00	33	100.00	184	100.00

released for 4-12 months after leaving the programs. These data show that post-program release intervals were quite similar for both groups.

Of the 185 ex-offenders, 169 (91.30%) were between the ages of 16-23 (Table 5). Most (96.70%) of the youthful offenders were in the 16-19 age bracket while three-fourths (75.80%) of the adult offenders were in the 20-27 age bracket.

Almost all (93.40%) of the youth were single compared to 56.20% of the adults (Table 6). Seven youth (4.60%) and four adults (12.50%) were married at the time of the interview.

The youth interviewed were predominately white (71%) while the adults showed a 55/45 black/white ratio.

Relatively few individuals were high school graduates (Table 7). Approximately one-third of the youth had reached tenth grade and another third the eleventh grade. Only 9 of 148 (6.10%) had completed the twelfth grade compared to 6 of 28 (21.40%) adults. Educational achievement of adults also predominated at the tenth and eleventh grade levels with 25% at each level.

Almost half the sample were released to Cleveland and Columbus, Ohio. Table 8 reveals that about one-fourth were released to towns with populations of less than 40,000. Examining release locations in terms of the percentage of urban population, 67% of the youth and 85% of the adults were released to counties rated 90-100% urban (Table 9).

TABLE 5

AGE RANGES
(Frequency and Percent)

Age Range	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
16 - 19	147	96.70	2	6.00	149	80.50
20 - 23	5	3.30	15	45.50	20	10.80
24 - 27	0	0	10	30.30	10	5.50
28 - 31	0	0	1	3.10	1	.50
32 - 35	0	0	3	9.10	3	1.60
36 - 39	0	0	2	6.00	2	1.10
Total	152	100.00	33	100.00	185	100.00

TABLE 6

MARITAL STATUS
(Frequency and Percent)

Marital Status	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Single	142	93.40	18	56.20	160	87.00
Married	7	4.60	4	12.50	11	6.00
Separated	0	0	3	9.40	3	1.60
Divorced	2	1.30	6	18.80	8	4.40
Widowed	0	0	1	3.10	1	.50
Other	1	.70	0	0	1	.50
Total	152	100.00	32	100.00	184	100.00

TABLE 7

EDUCATIONAL BACKGROUND
(Frequency and Percent)

Highest Grade Completed	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Sixth Grade	1	.70	0	0	1	.60
Seventh Grade	3	2.00	0	0	3	1.80
Eighth Grade	6	4.10	2	7.10	8	4.50
Ninth Grade	30	20.20	5	17.90	35	19.90
Tenth Grade	50	33.80	7	25.00	57	32.40
Eleventh Grade	48	32.40	7	25.00	55	31.10
Twelfth Grade	9	6.10	6	21.40	15	8.50
Post-Secondary	1	.70	1	3.60	2	1.20
Total	148	100.00	28	100.00	176	100.00

TABLE 8

POPULATION OF RELEASE LOCATIONS
(Frequency and Percent)

Population of Release Location	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-5000	11	7.30	0	0	11	6.00
5,000-19,999	18	11.90	2	6.00	20	10.90
20,000-39,999	15	9.90	3	9.10	18	9.80
40,000-59,999	4	2.60	1	3.10	5	2.70
60,000-79,999	6	4.00	2	6.00	8	4.40
80,000-99,999	2	1.30	0	0	2	1.10
100,000-199,999	4	2.60	2	6.00	6	3.30
200,000-299,999	3	2.00	1	3.10	4	2.20
300,000-399,999	10	6.60	3	9.10	13	7.00
400,000-499,999	10	6.60	2	6.00	12	6.50
500,000-599,999	44	29.30	5	15.20	49	26.50
$\geq$ 600,000	24	15.90	12	36.40	36	19.60
Total	151	100.00	33	100.00	184	100.00

TABLE 9

PERCENT OF COUNTY POPULATION ESTIMATED TO BE URBAN IN RELEASE LOCATIONS
(Frequency and Percent)

Percent of County Urban	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0 - 9	0	0	0	0	0	0
10 - 19	4	2.60	0	0	4	2.20
20 - 29	2	1.30	0	0	2	1.10
30 - 39	6	4.00	0	0	6	3.30
40 - 49	11	7.40	1	3.00	12	6.50
50 - 59	6	4.00	1	3.00	7	3.80
60 - 69	7	4.60	1	3.00	8	4.40
70 - 79	10	6.60	2	6.00	12	6.50
80 - 89	4	2.60	0	0	4	2.20
90 - 100	101	66.90	28	85.00	129	70.00
Total	151	100.00	33	100.00	184	100.00

Population and urbanization information was obtained through the Ohio Department of Economic and Community Development (Federal Census, 1970).

A 50% random sample of the youth not interviewed was studied on the dimensions of age, urbanization of release county, urban population of release city, duration in institution, and type of vocational program to determine sample representativeness. The Chi Square statistic was computed and statistically insignificant results were obtained for age, $\underline{X}^2(1) = .042$, $\underline{p} > .80$; release county urbanization, $\underline{X}^2(5) = 8.539$, $\underline{p} > .10$; duration in institution, $\underline{X}^2(2) = 4.881$, $\underline{p} > .05$; and type of program $\underline{X}^2(10) = 12.490$, $\underline{p} > .20$. Although type of program produced an insignificant Chi Square statistic, further comparisons revealed a 6% under-representation of Cosmetology students and a 5% under-representation in the Food Service area.

A statistically significant result was obtained on the release city population dimension, $\underline{X}^2(10) = 30.427$ $\underline{p} < .001$. Individuals released to Columbus were over-represented in the sample by 19%. Individuals released to Cincinnati were under-represented by 7% and those released to Akron, Canton, Dayton, and Youngstown were under-represented by 5% each. An assessment of the representativeness of the adult interviewees was not conducted due to the low number interviewed. Therefore, no claims are made on the generalizability of the findings to the adult population.

Perceived Program Strengths and Weaknesses

Students' perceptions of their correctional vocational programs from Part I of interview Form A are presented in this section. Part I was designed to obtain student opinions regarding selected program factors such as enrollment, instructional personnel, equipment and supplies, student evaluation procedures, and the value of vocational training. Findings relevant to each factor are summarized accordingly.

Program Enrollment

Table 10 reflects the 32 vocational programs represented in the study and the number of interviewees enrolled in each program. Approximately one-third of the youth offenders were pursuing Automotive (23%) or Welding (8.60%) programs. Business and Office Education (BOE) accounted for 42.40% of the adult enrollment. Combined youth and adult frequencies indicated a concentration of individuals in these programs: Automotive (36 or 19.60%), Welding and Cutting (15 or 8.20%), and BOE (14 or 7.60%).

Over three-fourths of the students interviewed (75.40%) were admitted to the vocational program that they had designated as their first choice. Table 11 also indicates that 14.20% received their second choice. Nineteen ex-offenders (10.40%) reported that they received their third choice or were assigned to a vocational program without an opportunity to make a selection.

TABLE 10
ENROLLMENT OF STUDY PARTICIPANTS IN
CORRECTIONAL VOCATIONAL PROGRAMS
(Frequency and Percent)

Type of Program	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Appliance Repair	4	2.60	0	0	4	2.20
Auto Body Repair	11	7.20	0	0	11	5.90
Auto Mechanics	14	9.20	1	3.00	15	8.20
Barbering	1	.70	0	0	1	.50
Building Maint.	6	3.90	0	0	6	3.20
Bus. Office Ed.	0	0	14	42.40	14	7.60
Carpentry	9	5.90	3	9.20	12	6.50
Carpentry/Maint.	4	2.60	0	0	4	2.20
Cosmetology	2	1.30	1	3.00	3	1.60
Custodial	6	3.90	0	0	6	3.20
Dental Lab Tech.	0	0	3	9.20	3	1.60
Electrical/Maint.	6	3.90	0	0	6	3.20
Electronics	4	2.60	0	0	4	2.20
Fabric Service	5	3.30	0	0	5	2.70
Food Service	2	1.30	0	0	2	1.10
Graphic Arts/ Printing	9	5.90	0	0	9	4.80
Graphic Arts/ Com. Advertising	3	2.00	0	0	3	1.60
Heating & Air Conditioning	3	2.00	0	0	3	1.60
Home Economics	0	0	0	0	0	0
Housekeeping	3	2.00	0	0	3	1.60
Leatherworking	4	2.60	0	0	4	2.20
Machine Shop	5	3.30	4	12.00	9	4.80
Masonry	8	5.30	3	9.20	11	5.90
Meat Cutting	0	0	1	3.00	1	.50
Painting	8	5.30	0	0	8	4.40
Plumbing	5	3.30	0	0	5	2.70
Sewing	2	1.30	0	0	2	1.10
Service Station Mechanic	10	6.60	0	0	10	5.50
Small Engine Repair	3	2.00	0	0	3	1.60
Tailoring	0	0	1	3.00	1	.50
Welding & Cutting	13	8.60	2	6.00	15	8.20
Masonry/Maint.	2	1.30	0	0	2	1.10
Total	152	100.00	33	100.00	185	100.00

TABLE 11

ACCEPTANCE INTO A CORRECTIONAL VOCATIONAL PROGRAM AND PRIORITY OF CHOICE
(Frequency and Percent)

Priority of Choice	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Choice	117	78.00	21	63.60	138	75.40
Second Choice	21	14.00	5	15.20	26	14.20
Third Choice	5	3.30	1	3.00	6	3.30
Assigned--Had No Choice	7	4.70	6	18.20	13	7.10
Total	150	100.00	33	100.00	183	100.00

The relationship between student background and vocational program is examined in Table 12. The majority (51.35%) had no experience in the vocational area prior to their program enrollment at the correctional institution. Family background appeared to provide more experience for youth (26.97%) than adults (6.06%). A larger percentage of adults (24.24%) claimed previous job experience (youth, 7.24%). The adult group also derived more experience from related courses (adult, 27.27%; youth, 14.47%).

Instructional Personnel

Table 13 summarizes the responses concerning the extent to which correctional vocational teachers related classroom instruction to shop activities. Eighty-eight percent of the students responded that teachers "often" or "always" coordinated classroom and shop experiences. Some disagreement surfaced on this question: 19.36% of the adult group indicated that these two activities were "seldom" or "never" related compared to 10.40% of the youth.

Ratings of teacher fairness are exhibited in Table 14. A majority of the sample (90.27%) agreed that their teachers were "often" or "always" fair vis-á-vis student-teacher relationships. A larger percentage of the adult group (18.18%) stated "seldom" or "never" fair compared to the youth group (7.90%).

TABLE 12

ACCEPTANCE INTO A CORRECTIONAL VOCATIONAL PROGRAM
AND BACKGROUND IN OCCUPATIONAL AREA
(Frequency and Percent)

Occupational Background in Program Area	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Job Experience	11	7.24	8	24.24	19	10.27
Courses	22	14.47	9	27.27	31	16.76
Family Background in Job Area	41	26.97	2	6.06	43	23.24
No Experience	79	51.97	16	48.48	95	51.35
Other	6	3.95	2	6.06	8	4.32

Youth - n = 152
Adult - n = 33
Total - n = 185

Table 13

PERCEIVED LEVEL OF COORDINATION OF RELATED INSTRUCTION
TO SHOP ACTIVITIES IN CORRECTIONAL VOCATIONAL PROGRAMS
(Frequency and Percent)

Level of Coordination	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always Coordinated	72	50.00	12	38.71	84	48.00
Often	57	39.60	13	41.94	70	40.00
Seldom	11	7.60	5	16.13	16	9.14
Never	4	2.80	1	3.23	5	2.86
Total	144	100.00	31	100.00	175	100.00

TABLE 14

PERCEIVED LEVEL OF FAIRNESS EXHIBITED BY
CORRECTIONAL VOCATIONAL TEACHER TOWARD STUDENTS
(Frequency and Percent)

Level of Fairness	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always Fair	106	69.70	18	54.55	124	67.03
Often	34	22.40	9	27.27	43	23.24
Seldom	10	6.60	5	15.15	15	8.11
Never	2	1.30	1	3.03	3	1.62
Total	152	100.00	33	100.00	185	100.00

According to Table 15, 78.38% of the respondents revealed that vocational teachers "often" or "always" displayed a personal interest in their students. Approximately 22% disagreed.

Tables 16 and 17 show the teacher ratings by institution. A summary indicates that 82.16% of the total sample characterized their teachers as "good" or "excellent." Teacher ratings across youth facilities were comparable.

Teachers in the Ohio Reformatory for Women (ORW) and Ohio State Reformatory (OSR) received similar ratings. At ORW, 77.80% of the students rated their teachers either "good" or "excellent." Personnel at OSR were rated "good" or "excellent" by 73.40% of the respondents.

Equipment and Supplies

Concerning the adequacy of the major tools and equipment inventories in vocational programs, 56.50% of the sample suggested that no additional tools or equipment were required (Table 18). Approximately 41%, however, acknowledged that "some" or "many" items were needed.

As Table 19 indicates, 58.38% of ex-offenders across both youth and adult groups maintained that current levels of supplies and materials were adequate. Again, however, almost 41% mentioned that "some" or "many" items were needed.

Regarding the currency of program tools and equipment, Table 20 shows that the majority (65.95%) perceived these items to be up-to-date. The youth/adult comparison reveals similar ratings.

TABLE 15

PERCEIVED LEVEL OF PERSONAL INTEREST IN STUDENTS EXHIBITED BY CORRECTIONAL VOCATIONAL TEACHERS
(Frequency and Percent)

Level of Personal Interest	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always Showed Personal Interest	72	47.40	12	36.36	84	45.41
Often	49	32.20	12	36.36	61	32.97
Seldom	27	17.80	4	12.12	31	16.76
Never	4	2.60	5	15.15	9	4.86
Total	152	100.00	33	100.00	185	100.00

TABLE 16

RATING OF CORRECTIONAL VOCATIONAL TEACHERS BY YOUTH STUDY PARTICIPANTS
(Frequency and Percent)

Rating	Youth									
	TICO		Scioto Village		Fairfield		Indian River		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	2	18.20	7	77.80	50	48.50	12	41.40	71	46.70
Good	6	54.50	2	22.20	39	37.90	9	31.00	56	36.80
Fair	2	18.20	0	0	12	11.70	7	24.10	21	13.80
Poor	1	9.10	0	0	2	1.90	1	3.40	4	2.60
Total	11	100.00	9	100.00	103	100.00	29	100.00	152	100.00

TABLE 17

RATING OF CORRECTIONAL VOCATIONAL
TEACHERS BY ADULT STUDY PARTICIPANTS
(Frequency and Percent)

Rating	Adult				Total	
	ORW		OSR			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	7	38.90	7	46.70	14	42.50
Good	7	38.90	4	26.70	11	33.30
Fair	3	16.70	1	6.60	4	12.10
Poor	1	5.60	3	20.00	4	12.10
Total	18	100.00	15	100.00	33	100.00

TABLE 18

PERCEIVED NEED FOR MAJOR TOOLS AND
EQUIPMENT IN CORRECTIONAL
VOCATIONAL PROGRAMS
(Frequency & Percent)

Tool/Equipment Needs	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
No Major Tools/Equipment Needed	85	56.30	19	57.60	104	56.50
Some Items Needed	45	29.80	8	24.20	53	28.80
Many Items Needed	18	11.90	5	15.20	23	12.50
Uncertain	3	2.00	1	3.00	4	2.20
Total	151	100.00	33	100.00	184	100.00

TABLE 19

PERCEIVED NEED FOR SUPPLIES AND MATERIALS
IN CORRECTIONAL VOCATIONAL PROGRAMS
(Frequency and Percent)

Supply/Material Needs	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
No Supplies/ Materials Needed	89	58.60	19	57.58	108	58.38
Some Items Needed	45	29.60	10	30.30	55	29.73
Many Items Needed	16	10.50	4	12.12	20	10.81
Uncertain	2	1.30	0	0	2	1.08
Total	152	100.00	33	100.00	185	100.00

TABLE 20

PERCEIVED LEVEL OF CURRENCY OF MAJOR TOOLS
AND EQUIPMENT IN CORRECTIONAL VOCATIONAL
PROGRAMS
(Frequency and Percent)

Currency of Tools/Equipment	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Nothing out of Date	102	67.10	20	60.61	122	65.95
Some Items Out of Date	34	22.40	6	18.18	40	21.62
Many Items Out of Date	10	6.60	5	15.15	15	8.11
Uncertain	6	3.90	2	6.06	8	4.32
Total	152	100.00	33	100.00	185	100.00

According to Table 21, 72.83% of the respondents perceived the operating condition of the equipment to be "good" or "excellent." The youth and adult groups exhibited little disagreement on this question also.

Youth and adults also agreed that the tools and equipment in correctional vocational programs were readily accessible. Table 22 shows that "good" and "excellent" ratings accounted for 81.42% of the responses.

Student Evaluation Procedures

The respondents were asked to indicate the frequency and types of tests administered in their programs. Data from Table 23 reveals that tests were administered at least "once a week" to 55.30% of the sample, while 20.60% maintained that tests were administered "when needed." According to the majority (65.95%), both written and practical tests were required. Apparently, no examinations were administered to 9.19% of the interviewees. A larger percentage of adults received no tests (youth, 6.60%; adult, 21.21%).

Perceived Value of Training

How does a vocational program affect a student's interest in the trade? Approximately 81% of those interviewed reported that they became very interested in the trade as a result of the program (Table 24).

TABLE 21

PERCEIVED OPERATING CONDITION OF EQUIPMENT IN CORRECTIONAL VOCATIONAL PROGRAMS
(Frequency and Percent)

Equipment Operating Condition	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	19	12.50	3	9.38	22	11.96
Good	93	61.20	19	59.38	112	60.87
Fair	40	26.30	7	21.88	47	25.54
Poor	0	0	3	9.38	3	1.63
Total	152	100.00	32	100.00	184	100.00

TABLE 22

PERCEIVED AVAILABILITY OF TOOLS AND EQUIPMENT IN CORRECTIONAL VOCATIONAL PROGRAMS
(Frequency and Percent)

Tool/Equipment Availability	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	48	31.80	8	25.00	56	30.60
Good	75	49.70	18	56.25	93	50.82
Fair	21	13.90	2	6.25	23	12.57
Poor	7	4.60	4	12.50	11	6.01
Total	151	100.00	32	100.00	183	100.00

Table 23

ADMINISTRATION OF PROGRESS TESTS
BY VOCATIONAL TEACHERS
(Frequency and Percent)

Frequency of Testing	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
More Than Once A Week	37	26.10	6	21.40	43	25.30
Once A Week	39	27.50	12	42.90	51	30.00
Less Than Once A Week	35	24.60	6	21.40	41	24.10
Tests Administered When Needed	31	21.80	4	14.30	35	20.60
Total	142	100.00	28	100.00	170	100.00

Table 24

EFFECT OF CORRECTIONAL VOCATIONAL PROGRAMS
ON STUDENT INTEREST IN TRADE
(Frequency and Percent)

Effect on Student Interest	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Great Interest in Trade	69	45.70	13	40.63	82	44.81
Became Quite a Bit Interested in Trade	54	35.80	12	37.50	66	36.07
Became a Little Interested in Trade	23	15.20	4	12.50	27	14.75
Program Decreased Interest in Trade	5	3.30	3	9.37	8	4.37
Total	151	100.00	32	100.00	183	100.00

When asked about the advantages of enrolling in a correctional vocational program, consideration for early parole was regarded as an advantage by 51.50% of the adult group (Table 25). Only 15.70% of the youth considered this to be an advantage (Table 26). Both groups agreed on the following benefits: good way to pass the time (youth, 85.20%; adult, 81.80%), learning skills for a job after release (youth, 79%; adult, 69.70%), and a good work assignment at the institution (youth, 52.40%; adult, 60.60%).

A major question addressed the quality of training in vocational programs. According to Tables 27 and 28, the majority (70.81%) rated their training as "good" or "excellent." More youth, however, rated their training higher (75% indicated "good" or "excellent" versus 51.50% for the adults).

At the institutional level, TICO represents a departure from the general pattern of ratings at the youth facilities. A comparison across adult institutions reveals that OSR received somewhat more unfavorable ratings than ORW.

Table 29 shows that assistance in everyday living was the most frequently cited post-release advantage of vocational training by both youth (37.50%) and adult (36.40%) groups. However, both groups contained a number of individuals who maintained that their vocational training had "not helped" them after their release (youth, 25.70%; adult, 30.30%). There was some disagreement between the two groups on assistance in "obtaining a job" (youth, 11.20%; adult, 21.20%) and "returning to school" (youth, 15.10%; adult, 9.10%).

TABLE 25

PERCEIVED ADVANTAGES OF VOCATIONAL PROGRAMS IN OHIO ADULT CORRECTIONAL FACILITIES
(Frequency and Percent)

Program Advantages	Little if Any Advantage		A Moderate Advantage		A Big Advantage		Not Applicable		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Consideration for Early Parole	9	27.30	13	39.40	4	12.10	7	21.20	33	100.00
Pay for Being in Training Program	17	53.10	3	9.40	1	3.10	11	34.40	32	100.00
Learning Skills for a Job After Release	10	30.30	10	30.30	13	39.40	0	0	33	100.00
Good Work Assignment at Institution	10	30.30	11	33.30	9	27.30	3	9.10	33	100.00
Better Housing Area in Institution	15	45.40	5	15.20	3	9.10	10	30.30	33	100.00
Opportunity to Work on Study Release	16	48.50	2	6.00	1	3.10	14	42.40	33	100.00
Increased Freedom of Movement in Institution	11	33.30	6	18.20	4	12.10	12	36.40	33	100.00
Good Way to Pass the Time	4	12.10	11	33.30	16	48.50	2	6.00	33	100.00

TABLE 26

PERCEIVED ADVANTAGES OF VOCATIONAL PROGRAMS IN OHIO YOUTH CORRECTIONAL FACILITIES
(Frequency and Percent)

Program Advantages	Little if Any Advantage		A Moderate Advantage		A Big Advantage		Not Applicable		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Consideration for Early Parole	65	44.50	12	8.20	11	7.50	58	39.70	146	100.00
Pay for Being in Training Program	48	32.40	11	7.40	6	4.10	83	56.10	148	100.00
Learning Skills for a Job After Release	28	18.40	48	31.60	72	47.40	4	2.60	152	100.00
Good Work Assignment at Institution	44	29.90	45	30.60	32	21.80	26	17.70	147	100.00
Better Housing Area in Institution	57	38.30	11	7.40	8	5.40	73	49.00	149	100.00
Opportunity to Work on Study Release	53	35.30	11	7.30	20	13.30	66	44.00	150	100.00
Increased Freedom of Movement in Institution	48	32.20	37	24.80	26	17.40	38	25.50	149	100.00
Good Way to Pass the Time	20	13.40	42	28.20	85	57.00	2	1.30	149	100.00

TABLE 27

RATING OF CORRECTIONAL VOCATIONAL
PROGRAM BY YOUTH STUDY PARTICIPANTS
(Frequency and Percent)

Rating of Program	TICO		Scioto Village		Fairfield		Indian River		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	2	18.18	7	77.78	23	22.33	12	41.38	44	28.95
Good	4	36.36	1	11.11	56	54.37	9	31.03	70	46.05
Fair	4	36.36	1	11.11	20	19.42	7	24.14	32	21.05
Poor	1	9.09	0	0	4	3.88	1	3.45	6	3.95
Total	11	100.00	9	100.00	103	100.00	29	100.00	152	100.00

TABLE 28

RATING OF CORRECTIONAL VOCATIONAL PROGRAM
BY ADULT STUDY PARTICIPANTS
(Frequency and Percent)

Rating of Program	ORW		OSR		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	2	11.10	5	33.30	7	21.20
Good	9	50.00	1	6.70	10	30.30
Fair	3	16.70	7	46.70	10	30.30
Poor	4	22.20	2	13.30	6	18.20
Total	18	100.00	15	100.00	33	100.00

TABLE 29

PERCEIVED ADVANTAGES OF CORRECTIONAL VOCATIONAL PROGRAMS
TO STUDY PARTICIPANTS AFTER RELEASE
(Frequency and Percent)

Program Advantages	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Obtaining a Job	17	11.20	7	21.20	24	13.00
Returning to School	23	15.10	3	9.10	26	14.00
Everyday Living	57	37.50	12	36.40	69	37.30
Other	28	18.40	3	9.10	31	16.80
Has Not Helped	39	25.70	10	30.30	49	26.50

Youth n = 152
Adult n = 33
Total n = 185

Finally, the interviewees were requested to suggest improvements in vocational programs. Table 30 represents the eight most frequently cited suggestions. Approximately 18% of the responses suggested improvements in the quantity or quality of equipment. "Job placement assistance" accounted for 8.91% of the responses.

Employment Experiences

In this section, findings are presented relative to the employment experiences of study participants and the relationship between those experiences and correctional vocational education programs. Information was obtained from Form B which was administered to those who had worked for any period of time after their release.

Employment Status

Approximately 61% of the sample had been employed at some time after their release from a correctional facility (Table 31). Youth and adults did not differ greatly in this regard. However, at the time of the interview, 58 youth and 12 adults were employed at full-time and part-time jobs (Tables 32 and 33). These numbers represented only 38.16% and 36.36% of the total youth and adult sample respectively. Of those interviewed, 31 youth (20.39%) and 10 adults (30.30%) held full-time jobs. Another 27 youth (17.76%) and 2 adults (6.06%) had part-time jobs. Of those currently working, almost all (94.30%) had held their jobs for five months or less (Table 34).

TABLE 30

EIGHT MOST FREQUENTLY CITED SUGGESTIONS
FOR IMPROVING CORRECTIONAL PROGRAMS
(n = 258)

		Frequency	Percent
1.	Better Equipment and Supplies	25	9.69
2.	Job Placement Assistance	23	8.91
3.	More Equipment and Supplies	22	8.53
4.	Larger Facilities	17	6.59
5.	Full Day Programming	16	6.20
6.	More Practical, Realistic, & Related Work	16	6.20
7.	Programs are Very Good	16	6.20
8.	More Qualified Instructors	15	5.81

TABLE 31

EMPLOYMENT STATUS
(Frequency and Percent)

Employment Status	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Employed Since Release	95	62.50	17	51.50	112	60.50
Not Employed Since Release	57	37.50	16	48.50	73	39.50
Total	152	100.00	34	100.00	185	100.00

TABLE 32

CURRENT EMPLOYMENT STATUS OF
YOUTH STUDY PARTICIPANTS
(Frequency and Percent)

Employment Status	Youth									
	TICO		Scioto Village		Fairfield		Indian River		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Working Full Time	3	37.50	0	0	22	33.85	6	35.29	31	32.98
Working Part Time	2	25.00	0	0	21	32.31	4	23.53	27	28.72
Not Working But Looking For Work	2	25.00	3	75.00	19	29.23	6	35.29	30	31.91
Not Working And Not Looking For Work	1	12.50	1	25.00	3	4.62	1	5.88	6	6.38
Total	8	100.00	4	100.00	65	100.00	17	100.00	94	100.00

TABLE 33

CURRENT EMPLOYMENT STATUS OF
ADULT STUDY PARTICIPANTS
(Frequency and Percent)

Employment Status	Adult				Total	
	ORW		OSR			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Working Full Time	6	60.00	4	57.10	10	58.80
Working Part Time	2	20.00	0	0	2	11.80
Not Working But Looking for Work	1	10.00	3	42.90	4	23.50
Not Working And Not Looking For Work	1	10.00	0	0	1	5.90
Total	10	100.00	7	100.00	17	100.00

TABLE 34

NUMBER OF MONTHS WORKING ON CURRENT JOB
(Frequency and Percent)

Number of Months	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	22	38.60	6	46.10	28	40.00
2	8	14.00	1	7.70	9	12.90
3	12	21.10	3	23.10	15	21.40
4	8	14.00	0	0	8	11.40
5	4	7.00	2	15.40	6	8.60
6	1	1.80	1	7.70	2	2.90
7	1	1.80	0	0	1	1.40
24	1	1.80	0	0	1	1.40
Total	57	100.00	13	100.00	70	100.00

Assistance in Obtaining Employment

Jobs had been arranged at the time of release for 20% of those employed at the time of the interview. Arrangements for youth were higher (23.21%) than for adults (7.14%). When asked about individual assistance in obtaining employment, 39 youth (60.94%) and 6 adults (46.15%) mentioned parents, other relatives, and friends. Only four mentioned the State Employment Service. Approximately half the adults and 16% of the youth stated they obtained employment through their own efforts without professional assistance (Table 35).

Earnings

Over half (57.90%) of the youth were earning between $26 and $100 per week at their current part-time or full-time jobs (Table 36). Wages for 53.80% of the adults with current full- or part-time jobs ranged from $76 to $125 per week. These data suggest a relatively modest income on an annual basis. Modest incomes explain, perhaps, why less than one-fourth of the sample (youth, 23.70%; adult, 23.10%) indicated they were very satisfied with their jobs (Table 37). About half of each group (youth, 50.80%; adult, 46.10%) maintained that their jobs were satisfactory.

Problems Connected with Job

When asked about problems connected with their current jobs, low pay was mentioned most frequently by youth (15.50%) and uninteresting job by adults (23.10%) as "big problems" (Tables 38

TABLE 35

SOURCES OF ASSISTANCE IN OBTAINING
CURRENT JOB
(Frequency and Percent)

Sources of Assistance	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Vocational Teacher	2	3.13	0	0	2	2.60
Counselor	0	0	0	0	0	0
Social Worker	0	0	0	0	0	0
Vocational Supervisor	0	0	0	0	0	0
Parents	15	23.44	1	7.70	16	20.80
Spouse	0	0	0	0	0	0
Other Relatives	8	12.50	4	30.80	12	15.60
Friends	16	25.00	1	7.70	17	22.10
State Employment Service	3	4.69	1	7.70	4	5.20
Own Efforts-No Help	10	15.63	6	46.10	16	20.80
Other	10	15.63	0	0	10	12.90
Total	64	100.00	13	100.00	77	100.00

TABLE 36

WEEKLY WAGES ON
JOB CURRENTLY HELD
(Frequency and Percent)

Weekly Wages	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0 - 25	2	3.51	1	7.70	3	4.30
26 - 50	13	22.81	1	7.70	14	20.00
51 - 75	9	15.79	1	7.70	10	14.30
76 - 100	11	19.30	4	30.70	15	21.40
101 - 125	8	14.04	3	23.10	11	15.70
126 - 150	6	10.53	1	7.70	7	10.00
151 - 175	3	5.26	1	7.70	4	5.70
176 - 200	3	5.26	0	0	3	4.30
201 - 225	2	3.51	1	7.70	3	4.30
Total	57	100.00	13	100.00	70	100.00

TABLE 37

SATISFACTION WITH
CURRENT JOB
(Frequency and Percent)

Level of Satisfaction	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very much	14	23.70	3	23.10	17	23.60
Satisfied	30	50.80	6	46.10	36	50.00
Not Satisfied	14	23.70	3	23.10	17	23.60
Completely Dissatisfied	1	1.70	1	7.70	2	2.80
Total	59	100.00	13	100.00	72	100.00

TABLE 38

PROBLEM AREAS ON CURRENT JOB AS
PERCEIVED BY YOUTH STUDY PARTICIPANTS
(Frequency and Percent)

Problem Areas	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Meeting Production/Performance Requirements	58	98.30	1	1.70	0	0	59	100.00
Employer Relations	56	96.60	2	3.40	0	0	58	100.00
Coworker Relations	55	94.80	2	3.40	1	1.70	58	100.00
Transportation	53	89.80	5	8.50	1	1.70	59	100.00
Work Schedule Limiting Educational Opportunities	51	86.40	7	11.90	1	1.70	59	100.00
Limited Opportunities for Advancement	41	70.70	11	19.00	6	10.30	58	100.00
Low Pay	33	56.90	16	27.60	9	15.50	58	100.00
Uninteresting Job	42	71.20	13	22.00	4	6.80	59	100.00
Other	0	0	0	0	0	0	0	0

TABLE 39

PROBLEM AREAS ON CURRENT JOB AS
PERCEIVED BY ADULT STUDY PARTICIPANTS
(Frequency and Percent)

Problem Areas	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Meeting Production/Performance Requirements	11	84.60	2	15.40	0	0	13	100.00
Employer Relations	13	100.00	0	0	0	0	13	100.00
Coworker Relations	13	100.00	0	0	0	0	13	100.00
Transportation	10	76.90	2	15.40	1	7.70	13	100.00
Work Schedule Limiting Educational Opportunities	8	66.60	2	16.70	2	16.70	12	100.00
Limited Opportunities for Advancement	10	76.90	2	15.40	1	7.70	13	100.00
Low Pay	6	46.10	5	38.50	2	15.40	13	100.00
Uninteresting Work	8	61.50	2	15.40	3	23.10	13	100.00
Other	0	0	0	0	0	0	0	0

and 39). Other major problem areas for youth were limited opportunities for advancement (10.30%) and uninteresting job (6.80%). Adults also viewed a work schedule limiting educational opportunities (16.70%) and low pay (15.40%) as big problem areas. "Moderate problem" areas show a similar pattern but with higher frequencies than those for "big problem" areas. The majority of the responses were compiled for the "little if any problem" category.

Relationship of Job to Training

This section focuses on the extent to which students obtained jobs in the same or related areas of correctional vocational training and how that training contributed to their performance on the job.

None of the adults and only 7 (11.86%) of the youth obtained jobs in the "same" or "highly related" occupational areas in which training was received (Table 40). Reasons for the lack of agreement between training received and employment include the following:

1. difficulty in locating work in occupational area (youth, 32.20%; adult, 7.70%);
2. disinterest in occupational area (youth, 5.08%; adult, 23.10%); and
3. inadequate amount of training in occupational area (youth, 6.78%; adult, 23.10%).

This finding explains why none of the adults and only 8 (13.60%) youth stated they used "all" or "most" of their training on current jobs.

TABLE 40

RELATIONSHIP BETWEEN CURRENT POST-RELEASE JOB
AND CORRECTIONAL VOCATIONAL PROGRAM
(Frequency and Percent)

Relationship	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Same Field	6	10.17	0	0	6	8.30
Highly Related	1	1.69	0	0	1	1.40
Somewhat Related	10	16.95	2	15.40	12	16.70
Not Related - Couldn't Locate Employment	19	32.20	1	7.70	20	27.80
Not Related - No Interest	3	5.08	3	23.10	6	8.30
Not Related - Low Pay	0	0	0	0	0	0
Not Related - Minimum Training Received	4	6.78	3	23.10	7	9.70
Not Related - Entrance Requirements	0	0	0	0	0	0
Not Related - Employer/Coworker Relations	0	0	0	0	0	0
Not Related - Other	10	16.95	3	23.10	13	18.10
Not Related - No Response	6	10.17	1	7.70	7	9.70
Total	59	100.00	13	100.00	72	100.00

From a different perspective, 37 youth (62.70%) and 11 adults (84.62%) felt they were using "none" of their correctional vocational training on current jobs (Table 41). Similarly, 39 youth (68.40%) and 11 adults (91.66%) rated the extent to which the correctional vocational program helped them meet the demands of the job from "fair" to "poor" (Table 42). About one-fourth of the total sample (27.54%) perceived the extent of help as "good" or "excellent."

Prearranged Job

Although the focus in post-release employment was on current job experiences, data were also collected on those jobs arranged prior to release but not held at the time of the interview. Table 43 shows that 20 youth and 1 adult had such prearranged jobs but that 4 of the youth "rejected" the job. Further, only 4 of the 20 jobs were reported to be "highly related" or in the "same" occupational area as the correctional training received (Table 44). The reason most frequently offered for this incongruency was that related employment could not be located. About 84% of these jobs lasted three months or less (Table 45). In general, the percentage of jobs prearranged and the relationship to correctional training was similar for both current jobs and jobs held prior to the interview.

TABLE 41

DEGREE TO WHICH CORRECTIONAL VOCATIONAL TRAINING IS USED ON JOB CURRENTLY HELD (Frequency and Percent)

Degree of Use	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Use All Training	4	6.80	0	0	4	5.56
Use Most Training	4	6.80	0	0	4	5.56
Use Some Training	14	23.70	2	15.38	16	22.22
Use None of Training	37	62.70	11	84.62	48	66.67
Total	59	100.00	13	100.00	72	100.00

TABLE 42

EXTENT TO WHICH CORRECTIONAL VOCATIONAL TRAINING MEETS DEMANDS OF JOB CURRENTLY HELD (Frequency and Percent)

Rating	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	2	3.50	1	8.33	3	4.35
Good	16	28.10	0	0	16	23.19
Fair	13	22.80	4	33.33	17	24.64
Poor	26	45.60	7	58.33	33	47.83
Total	57	100.00	12	100.00	69	100.00

TABLE 43

JOBS ARRANGED
AT TIME OF RELEASE
(Frequency and Percent)

Job Arrangements	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes - Accepted	16	19.30	1	6.30	17	17.20
Yes - Rejected	4	4.80	0	0	4	4.00
No	63	75.90	15	93.70	78	78.80
Total	83	100.00	76	100.00	99	100.00

TABLE 44

RELATIONSHIP BETWEEN TYPE OF PREARRANGED
JOB AND CORRECTIONAL VOCATIONAL PROGRAMS
(Frequency and Percent)

Type of Relationship	Youth		Adult		Total	
	Frequency	Percent	Frequency	Report	Frequency	Report
Same Field	3	15.79	0	0	3	15.00
Highly Related	1	5.26	0	0	1	5.00
Somewhat Related	2	10.53	0	0	2	10.00
Not Related Coundn't Locate Employment	6	31.58	0	0	6	30.00
Not Related - No Interest	2	10.53	0	0	2	10.00
Not Related - Low Pay	0	0	0	0	0	0
Not Related - Minimum Training	1	5.26	1	100.00	2	10.00
Not Related - Entrance Requirements	0	0	0	0	0	0
Not Related - Employer/Coworker Relations	1	5.26	0	0	1	5.00
Not Related - Other	3	15.79	0	0	3	15.00
Not Related - No Response	0	0	0	0	0	0
Total	19	100.00	1	100.00	20	100.00

TABLE 45

MONTHS WORKED
ON PREARRANGED JOB
(Frequency and Percent)

Months	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	7	38.90	0	0	7	36.80
2	3	16.70	1	100.00	4	21.10
3	5	27.80	0	0	5	26.30
4	1	5.60	0	0	1	5.30
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	1	5.60	0	0	1	5.30
9	1	5.60	0	0	1	5.30
Total	18	100.00	1	100.00	19	100.00

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Educational Experiences

The two general topics that comprise interview Form C are discussed in this section: (1) Relationship of Current Course of Study to Correctional Vocational Training and (2) School Adjustment.

Table 46 reveals that 36 respondents (19.46%) were enrolled in some type of educational institution. Of these 36 individuals, only 1 adult elected to pursue additional education. Enrollment figures for the youth facilities can be located in Table 47.

Relationship of Current Course of Study to Correctional Vocational Training

Of the 30 respondents who designated their current educational program, 16 (53.30%) were pursuing a vocational course of study (Table 48). Eight students (26.70%) selected a general program in secondary school.

Comparing students' present educational programs to their correctional vocational programs, Table 49 shows that 10 (30.30%) characterized their current program as the "same field" or a "highly related" field. The "somewhat related" category comprised 21.20% of the responses. Sixteen students (48.50%) mentioned that their present course of study was "not related" to their correctional vocational training.

TABLE 46

ENROLLMENT
IN POST-RELEASE EDUCATION PROGRAMS
(Frequency and Percent)

Enrollment Status	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Enrolled	35	23.00	1	3.03	36	19.46
Not Enrolled	117	77.00	32	96.97	149	80.54
Total	152	100.00	33	100.00	185	100.00

TABLE 47

ENROLLMENT IN POST-RELEASE
EDUCATION PROGRAMS BY YOUTH
STUDY PARTICIPANTS
(Frequency and Percent)

Enrollment Status	TICO		Scioto Village		Fairfield		Indian River		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Enrolled	2	18.18	1	11.11	28	27.18	4	13.79	35	23.03
Not Enrolled	9	81.82	8	88.89	75	72.82	25	86.21	117	76.97
Total	11	100.00	9	100.00	103	100.00	29	100.00	152	100.00

TABLE 48

ENROLLMENT IN POST-RELEASE
EDUCATIONAL PROGRAMS
(Frequency and Percent)

Type of Education Plan	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Secondary School - General	8	27.60	0	0	8	26.70
Vocational Education	15	51.70	1	100.00	16	53.30
Secondary School - College Preparation	0	0	0	0	0	0
College - General	1	3.40	0	0	1	3.30
GED	0	0	0	0	0	0
Secondary School - Business	2	6.90	0	0	2	6.70
Secondary School - OWE	2	6.90	0	0	2	6.70
Special Education	1	3.40	0	0	1	3.30
Total	29	100.00	1	100.00	30	100.00

TABLE 49

RELATIONSHIP OF POST-RELEASE EDUCATIONAL PROGRAM
TO CORRECTIONAL VOCATIONAL PROGRAM
(Frequency and Percent)

Degree of Relationship	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Same Field	9	28.10	0	0	9	27.30
Highly Related	1	3.10	0	0	1	3.00
Somewhat Related	7	21.90	0	0	7	21.20
Not Related	15	46.90	1	100.00	16	48.50
Total	32	100.00	1	100.00	33	100.00

School Adjustment

As Table 50 illustrates, very few students reported problems in their new school environment. Course content was indicated as a moderate problem by 9 individuals (28.13%). Other factors such as school relationships, homework, and tests received minor attention as perceived problem areas.

Regarding the transfer of correctional vocational program hours, one-third of the students maintained that the credit they received allowed them to omit "part or all of a semester of study" (Table 51). Six (18.18%) received no credit for their previous vocational training. In addition, institutional vocational credit permitted some students to "meet program entrance requirements" (12.12%) and others to "enter advanced programs" (12.12%).

One final analysis showed that 58.80% of the sample perceived a clear advantage over their current classmates directly attributable to their correctional vocational program. Conversely, 41.20% perceived no such advantage resulting from their institutional vocational training.

Adjustment Since Release

An attempt was made to explore the relative magnitude of general problem areas that confronted ex-offenders upon parole. Information for this section was obtained from Form A, Part II.

TABLE 50

PERCEIVED PROBLEMS IN REGULAR
SCHOOL ENVIRONMENT
(Frequency and Percent)

Perceived Problems	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Completing Homework on Time	24	75.00	5	15.63	3	9.38	32	100.00
Relationship with Instructor	25	78.13	6	18.75	1	3.13	32	100.00
Relationship with Students	30	93.75	2	6.25	0	0	32	100.00
Course Content	23	71.88	9	28.13	0	0	32	100.00
Tests	25	78.13	6	18.75	1	3.13	32	100.00
Transportation	30	93.75	2	6.75	0	0	32	100.00
Course Schedule Limits Job Opportunities	25	78.13	5	15.63	2	6.25	32	100.00
Other	1	50.00	0	0	1	50.00	2	100.00

TABLE 51

TYPE OF POST-RELEASE CREDIT ALLOWED FOR HOURS COMPLETED
IN CORRECTIONAL VOCATIONAL PROGRAM
(Frequency and Percent)

Type of Credit	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
No Credit	5	15.63	1	100.00	6	18.18
Permitted Student to Enter Advanced Program	4	12.50	0	0	4	12.12
Permitted Student to Meet Entrance Requirements	4	12.50	0	0	4	12.12
Permitted Student to Skip Part or All of a Semester of Study	11	34.38	0	0	11	33.33
Other	8	25.00	0	0	8	24.24
Total	32	100.00	1	100.00	33	100.00

Sources of Money

The first area explored was financial resources. Table 52 shows that for youth ex-offenders, the most frequently mentioned resource categories and their percentages were: parents, 61.20%; job earnings, 49.30%; other relatives, 8.60%, savings, 7.20%; and welfare, 7.20%. Of the 11 participants who stated they were on welfare, 7 were from Scioto Village which represented 78% of the participants contacted from that facility.

Adults presented a slightly different profile in terms of their financial resources. The most frequently mentioned categories and their percentages were: job earnings, 42.42%; welfare, 30.30%; parents, 24.24%; other relatives, 15.15%; and friends, 15.15%. In general, parents and job earnings ranked highest for youth while job earnings, welfare, and parents ranked highest for adults.

Sources of Help to Pay for Living Expenses

Participants were asked to identify the sources from which they received help to pay for housing, food, and clothing expenses. Table 53 shows that for youth, parents were cited most frequently as sources of help for all three categories of living expenses: housing, 79.60%; food, 78.90%; and clothing, 68.40%. As depicted in Table 54, adults also received assistance most frequently from parents but the percentages were lower compared to youth: housing, 33.33%; food, 33.33%;

TABLE 52

SOURCES OF INCOME
AFTER RELEASE
(Frequency and Percent)

Sources of Income	Youth		Adult		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Job Earnings	75	49.30	14	42.42	89	48.11
Savings	11	7.20	3	9.09	14	7.57
Spouse	3	2.00	3	9.09	6	3.24
Friends	6	3.90	5	15.15	11	5.95
Parents	93	61.20	8	24.24	101	54.59
Other Relatives	13	8.60	5	15.15	18	9.73
Veteran Benefits	1	.70	2	6.06	3	1.62
Welfare	11	7.20	10	30.30	21	11.35
Other	18	11.80	5	15.15	23	12.43

Youth n = 152
Adult n = 33
Total n = 185

TABLE 53

HELP RECEIVED FOR LIVING EXPENSES BY
YOUTH STUDY PARTICIPANTS*
(Frequency and Percent)

Sources of Help	Housing		Food		Clothing		Does Not Apply	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Savings	2	1.30	2	1.30	7	4.60	82	53.90
Spouse	3	2.00	3	2.00	3	2.00	86	56.60
Friends	2	1.30	2	1.30	2	1.30	79	52.00
Parents	121	79.60	120	78.90	104	68.40	15	9.90
Other Relatives	14	9.20	14	9.20	14	9.20	68	44.70
Welfare	10	6.60	12	7.90	8	5.30	72	47.40
Other	10	6.60	11	7.20	10	6.60	130	85.50

*n = 152

TABLE 54

HELP RECEIVED FOR LIVING EXPENSES BY
ADULT STUDY PARTICIPANTS*
(Frequency and Percent)

Sources of Help	Housing		Food		Clothing		Does Not Apply	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Savings	2	6.06	2	6.06	4	11.80	21	61.80
Spouse	3	9.09	3	9.09	3	8.80	23	67.60
Friends	2	6.06	2	6.06	1	2.90	23	67.60
Parents	11	33.33	11	33.33	10	29.40	15	44.10
Other Relatives	1	3.03	1	3.03	3	8.80	23	67.60
Welfare	10	30.30	10	30.30	8	23.50	15	44.10
Other	5	15.15	5	15.15	3	8.80	24	70.60

*n = 33

and clothing, 29.40%. The next most frequent category identified by adults was welfare with the percentages varying from 24-30% across expense categories. For youth, other relatives were cited after parents as sources for assistance (9.20% for each of the three categories). The third most important source of assistance for youth was welfare with five to eight percent of the responses indicated across expense categories. Of these responses, approximately half were ex-offenders from Scioto Village. Thus, for youth, parents and relatives were important sources of help for everyday expenses. Adults mentioned parents and welfare more frequently.

Problems Since Release.

When asked to identify how much of a problem (i.e., little, moderate, big) each of nine areas were since release, both youth and adults indicated that "lack of job" and "lack of money" presented "moderate" to "big problems" (Tables 55 and 56). For the youth, 64.50% indicated job problems and 61.80% indicated money problems. Adults showed a similar pattern with 63.63% identifying both job and money problems. In addition, approximately one-fourth of the youth identified family problems as the third most important concern while a similar percentage of the adults indicated that "public acceptance" was a problem.

TABLE 55

POST-RELEASE ADJUSTMENT PROBLEMS OF
YOUTH STUDY PARTICIPANTS
(Frequency and Percent)

Adjustment Problems	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Family Problems	111	76.00	27	18.50	8	5.50	146	100.00
Housing	129	87.20	13	8.80	6	4.10	148	100.00
Public Acceptance	120	81.10	21	14.20	7	4.70	148	100.00
Alcohol	134	92.40	8	5.50	3	2.10	145	100.00
Drugs	141	96.60	4	2.70	1	.70	146	100.00
Companions	123	84.20	19	13.00	4	2.70	146	100.00
Lack of Money	57	38.30	46	30.90	46	30.90	149	100.00
Lack of Job	53	35.60	39	26.20	57	38.30	149	100.00
Parole Restrictions	129	87.80	15	10.20	3	2.00	147	100.00
Other	5	33.30	4	26.70	6	40.00	15	100.00

TABLE 56

POST-RELEASE ADJUSTMENT PROBLEMS OF
ADULT STUDY PARTICIPANTS
(Frequency and Percent)

Adjustment Problems	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Family Problems	30	90.91	2	6.06	1	3.03	33	100.00
Housing	30	90.91	1	3.03	2	6.06	33	100.00
Public Acceptance	25	75.76	7	21.21	1	3.03	33	100.00
Alcohol	28	84.85	4	12.12	1	3.03	33	100.00
Drugs	31	93.94	2	6.06	0	0	33	100.00
Companions	32	96.97	1	3.03	0	0	33	100.00
Lack of Money	12	36.36	8	24.24	13	39.39	33	100.00
Lack of Job	12	36.36	5	15.15	16	48.48	33	100.00
Parole Restrictions	29	87.88	4	12.12	0	0	33	100.00
Other	4	80.00	0	0	1	20.00	5	100.00

Problems Obtaining a Job

What problems do ex-offenders perceive in obtaining employment? Both youth and adults ranked eight problem areas very similarly (Tables 57 and 58). The four most frequently mentioned areas were: institutional record (youth, 68.90%; adult, 87.88%); lack of training or education (youth, 55.40%; adult, 72.72%); lack of experiences (youth, 53.40%; adult, 66.66%); and transportation (youth, 49%; adult, 54.54%). The four remaining areas in decreasing order of importance for youth were age, bonding, lack of help from others, and parole restrictions. For adults, the four remaining areas were bonding, lack of help from others, age, and parole restrictions.

Problems Returning to School

When asked about problems entering free world schools, both youth and adults agreed that "lack of money" was of primary concern (youth, 47.20%; adult, 69.70%; Tables 59 and 60). Other problem areas for youth in order of response frequency were: institutional record, 35.60%; lack of help from others, 31.70%; entry requirements, 31,20%; and transportation, 29.50%. Additional problem areas identified by adults included transportation, 53.13%; entry requirements, 45.45%; institutional record, 36.36%; and lack of help from others, 39.39%.

TABLE 57

PROBLEMS IN OBTAINING JOBS AS
PERCEIVED BY YOUTH STUDY PARTICIPANTS
(Frequency and Percent)

Problems	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Institutional Record	46	31.10	52	35.10	50	33.80	148	100.00
Bonding	77	57.00	30	22.20	28	20.70	135	100.00
Lack of Help From Others	83	57.20	42	29.00	20	13.80	145	100.00
Lack of Experience	68	46.60	46	31.50	32	21.90	146	100.00
Lack of Training or Education	65	44.50	44	30.10	37	25.30	146	100.00
Transportation	75	51.00	32	21.80	40	27.20	147	100.00
Age	79	53.40	39	26.40	30	20.30	148	100.00
Parole Restrictions	117	79.10	23	15.50	8	5.40	148	100.00
Other	6	37.50	4	25.00	6	37.50	16	100.00

TABLE 58

PROBLEMS IN OBTAINING JOBS AS
PERCEIVED BY ADULT STUDY PARTICIPANTS
(Frequency and Percent)

Problems	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Institutional Record	4	12.12	10	30.30	19	57.58	33	100.00
Bonding	17	53.13	7	21.88	8	25.00	32	100.00
Lack of Help From Others	19	57.58	10	30.30	4	12.12	33	100.00
Lack of Experience	11	33.33	12	36.36	10	30.30	33	100.00
Lack of Training or Education	9	27.27	8	24.24	16	48.48	33	100.00
Transportation	15	45.45	10	30.30	8	24.24	33	100.00
Age	22	66.67	10	30.30	1	3.03	33	100.00
Parole Restrictions	26	78.79	7	21.21	0	0	33	100.00
Other	0	0	0	0	1	100.00	1	100.00

TABLE 59

PROBLEMS IN RETURNING TO SCHOOL AS
PERCEIVED BY YOUTH STUDY PARTICIPANTS
(Frequency and Percent)

Problems	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Institutional Record	94	64.40	33	22.60	19	13.00	146	100.00
Lack of Help from Others	99	68.30	39	26.90	7	4.80	145	100.00
Entry Requirements	99	68.80	29	20.10	16	11.10	144	100.00
Lack of Money	77	52.70	44	30.10	25	17.10	146	100.00
Transportation	103	70.50	23	15.80	20	13.70	146	100.00
Age	118	81.40	19	13.10	8	5.50	145	100.00
Parole Restrictions	126	86.30	18	12.30	2	1.40	146	100.00
Other	16	72.70	4	18.20	2	9.10	22	100.00

TABLE 60

PROBLEMS IN RETURNING TO SCHOOL AS
PERCEIVED BY ADULT STUDY PARTICIPANTS
(Frequency and Percent)

Problems	Little If Any Problem		A Moderate Problem		A Big Problem		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Institutional Record	21	63.64	6	18.18	6	18.18	33	100.00
Lack of Help From Others	20	60.61	7	21.21	6	18.18	33	100.00
Entry Requirements	18	54.55	8	24.24	7	21.21	33	100.00
Lack of Money	10	30.30	6	18.18	17	51.52	33	100.00
Transportation	15	46.88	10	31.25	7	21.88	32	100.00
Age	26	78.79	6	18.18	1	3.03	33	100.00
Parole Restrictions	28	84.85	5	15.15	0	0	33	100.00
Other	1	100.00	0	0	0	0	1	100.00

Long-Range Plans

Finally, ex-offenders were asked to identify long-range plans for employment and/or further education. Table 61 shows that "locating employment" accounted for about 44% of the responses provided. Seeking additional training in their vocational area and completing high school were frequently mentioned as future plans.

TABLE 61

EX-OFFENDERS' LONG-RANGE PLANS FOR EMPLOYMENT AND/OR EDUCATION
(Frequency and Percent)
(n = 183)

		Frequency	Percent
1.	Locate Employment	80	43.72
2.	Complete Training in Vocational Area	35	19.13
3.	Complete High School	25	13.66
4.	Post-Secondary Education	14	7.65
5.	Remain in Current Job	9	4.92
6.	Seek BVR Assistance	9	4.92
7.	Enter Military Services	7	3.83
8.	Prepare for GED	4	2.19

SUMMARY OF FINDINGS

Perceived Program Strengths and Weaknesses

Most of those interviewed were admitted to their first program choice. The data also show that although most students had no related experience prior to their correctional vocational program, attempts were made whenever possible to match student background with vocational program.

At least 80% of the students interviewed rated the quality of instructional personnel highly. Relatively high ratings also were accorded to teacher fairness, the extent to which classroom instruction was coordinated with shop activities, and the degree of personal interest displayed by teachers in their students.

A majority of students viewed vocational program equipment and supplies positively. However, some individuals expressed a need for more adequate inventories.

Overall impressions of the quality of training were favorable. The majority (71%) declared the training to be good or excellent and an even higher percentage admitted that they became interested in the trade as a result of the program. There was some lack of agreement across institutions on the degree of program quality, however. The major advantages of vocational programs cited by youth and adult participants were "good way to pass the time,"

"learning skills for a job after release," and "assistance in everyday living." Ex-offenders' priorities for improving institutional programs were: (1) improving equipment and supplies; (2) job placement assistance; and (3) increasing the equipment and supplies inventories. It should be noted that answers to the open-ended question about program improvements included 16 responses (6.20%) indicating that no improvements were necessary due to current program quality.

Employment Status

The unemployment rate among youth and adults was high. At the time of the interview over 60% of the total sample were unemployed. Few obtained jobs through professional assistance. Most depended on family and friends. Half the adults and almost one-fifth of the youth found jobs themselves. Those who were able to find work usually did not work in occupational areas for which they were trained in correctional vocational programs. It appeared that this perception coupled with the finding that few individuals earned more than $125 per week prompted both youth and adults to identify low pay and uninteresting work most frequently as "moderate" to "big problems" connected with their jobs. Since few individuals worked in occupational areas for which they were trained, little or no use of training on current jobs was made by the large majority of workers.

The data gathered on jobs arranged prior to release were similar to data on current jobs held. Less than one-fifth of

the youth and only 1 adult accepted prearranged jobs which, for the most part, were unrelated to correctional vocational training received. About 84% of those jobs lasted three months or less.

Educational Experiences

Approximately 20% of those interviewed were currently enrolled in an educational institution. Over half of those enrolled selected additional vocational training and almost one-third of those students (30%) elected the same program or a program highly related to their correctional vocational program.

Concerning school adjustment, students perceived very few problems in adapting to their new school environment. In fact, 60% of the sample indicated an advantage over their classmates as a result of their correctional vocational program.

Finally, correctional program hours were transferred to other educational institutions. Vocational credits were permitting students to enter and advance in their course of study.

Adjustment Since Release

Ex-offenders were confronted with a number of adjustments upon return to the "free world." The two most frequently cited problems for both youth and adults were lack of job and lack of money. When asked about sources of money, parents and job earnings ranked highest for youth while job earnings, welfare, and parents ranked highest for adults. Although ranked high

relative to other financial sources, job earnings were mentioned by less than half the youth and adult ex-offenders.

Important sources of help to pay for living expenses such as housing, food and clothing included parents and relatives for youth, and parents and welfare for adults.

Obtaining jobs presented another set of problems for ex-offenders. Both youth and adults felt that an institutional record, lack of training or education, lack of experience, and lack of transportation were major difficulties in finding employment.

Lack of money was mentioned most frequently by youth and adults as a major problem encountered in entering free-world schools. Other problems frequently cited were institutional records, lack of help from others, entry requirements, and transportation difficulties.

When asked to identify long-range plans for employment and/or further education, the four most frequently cited categories and their frequencies were: locating employment (80), additional training in vocational area (35), completing high school (25), and entering post-secondary education (14).

RECOMMENDATIONS

Based on the findings presented in this report, the following recommendations are offered to improve the impact of correctional vocational programs. Although these recommendations are directed to the study sample, it appears that they are also appropriate, within the sampling limitations previously discussed, for many Ohio Youth Commission programs. Additional follow-up data are required to sufficiently substantiate these recommendations for the Ohio Department of Rehabilitation and Correction.

1. Establish a Follow-up System to Improve Data Base

If correctional vocational programs are to provide saleable occupational skills in a competitive job market, it is important to know how successful ex-offender students have been in competing with other individuals for jobs and/or additional training. Such information can provide immediate feedback on the relevancy of training to current labor market demands as well as provide the basis for modifying curriculum to be responsive to changes in technical knowledge and skills. Coordination of agencies such as ODRC, OYC, Adult Parole Authority, Department of Education, Division of Vocational Education,

and other service organizations would facilitate the follow-up process.

2. Strengthen Job Placement Services.

Current job placement services appeared to be inadequate for a majority of the ex-offenders contacted in this study. Effective job placement should begin prior to release by providing more frequent contacts with community business, industry and labor representatives as offenders are being trained. Contacts should be more than prison "tours" and should provide interaction between community representatives and offenders concerning job environments, skill and knowledge requirements, and employment opportunities. Job placement services should also be coordinated and extended by professional personnel for a period of time after release

Many correctional systems have been successful in involving business and industry in finding solutions to the problems of job placement for inmates. A study of such programs should be made and a cooperative program initiated with industrial leaders.

3. Strengthen Educational Placement Services.

One of the more encouraging sets of data involved the decisions of ex-offenders to continue their education, especially vocational education. Obviously, certain experiences within the correctional institutions--perhaps vocational education--have encouraged the inmates to obtain more education. This is especially true among the youth. This phenomenon needs more

study to determine what factors are influencing this type of decision and how it could be further encouraged and facilitated. The educational guidance and placement service should then be designed accordingly.

4. Provide Pre-employment Training Program to All Offenders Prior to Release.

   Areas to be covered should include:

   a. legal awareness concerning post-release job/educational barriers such as minimum wage laws, employment form disclosures on criminal history, bonding requirements, transferrability of vocational program credit, etc.;

   b. orientation to successful techniques of locating and securing jobs;

   c. coping skills such as money management, consumer shopping guidelines, instruction on completing job application forms, etc.;

   d. orientation to educational opportunities in secondary and post-secondary institutions including assistance grants such as Basic Education Opportunity Grants;

   e. employer relations; and

   f. community relations including sources of services and assistance.

5. Strengthen Vocational Counseling and Guidance Services.

Most of the ex-offenders contacted in this study had little or no background upon which to base a vocational program choice. Thus, strengthening vocational counseling services to assist offenders in selecting a program suited to their interests and abilities would constitute an improvement. Vocational counseling and guidance would also be appropriate during the pre-release

period when offenders are leaving vocational programs and are considering employment or additional training options.

6. Conduct Workshop on Follow-up Program for Correctional Vocational Staff.

An important element in the maintenance of a successful follow-up program is the orientation of vocational students to their participation in the program. They should be informed at the time of program enrollment that their participation in the program includes providing feedback on how well the program has prepared them to obtain jobs or continue their formal educational development. The orientation or "preconditioning" as termed in this study should be positively reinforced throughout the vocational program by correctional vocational staff. Thus, the staff should be prepared through workshops to facilitate follow-up activities by informing and motivating their students to participate.

7. Establish Career Education Program.

In addition to strengthening vocational counseling and guidance services, it is recommended that career education programs be established to provide offenders with orientation to the world of work and various career opportunities. This would seem to be particularly appropriate for those individuals who enter correctional facilities with little or no background upon which to base a career selection. Correctional vocational

programs should be presented not only as preparation for jobs but also as the first stage in preparation for a career that possibly will require additional education at the post-secondary and higher educational levels.

8. Periodic Review of Equipment and Supplies Inventories.

Study findings indicate that although student ratings of equipment and supplies were generally favorable, it appears that some individuals perceived a need for more improved equipment and supplies. Although these findings, based on student perceptions, cannot be considered firm indicators for change, they do suggest further inquiry be made into the magnitude of possible problems. It is recommended, therefore, that periodic reviews by vocational personnel be made of current inventories of tools and equipment as well as supplies and materials. The reviews should focus on the adequacy, currency, and operating condition of the various items and should include feasible recommendations to upgrade quality and quantity where appropriate. It is further recommended that industrial advisory committees be involved in the review and upgrading process since their input would provide a perspective based on current occupational practices.

9. Additional Research

a. Further research on vocational programs in adult institutions and adult post-release attitudes and experiences would contribute to the successful delineation of recommendations for

the adult population.

b. A comparison of follow-up data on vocational students, non-vocational students, and offenders who elected not to enroll in correctional educational programs would constitute a significant contribution to assessment of program impact, thus permitting a more rigorous evaluation of correctional educational alternatives.

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APPENDICES

APPENDIX A

OHIO FOLLOW-UP STUDY BROCHURE

OHIO VOCATIONAL FOLLOW-UP STUDY

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel (614) 486-3655

A-1

The vocational training programs at this institution and others in Ohio are being studied by The Ohio State University. We are trying to find out about the value of these programs to you after you are released. The best judge of a program's worth is the person who was in that program.

You will be leaving this institution soon and will be making some important decisions about what you want to do with your life after you get out. To make it "straight," you will probably be thinking about getting a job or completing your education. While you were in this institution, you received vocational training that should help you in deciding about the job or the education you want. We know these are tough decisions for you and would like very much to talk with you two or three months after you're out to find out about the vocational training you received here and your adjustment to the free world. A member of our team will contact you to set up a confidential rap session someplace that's convenient to you.

We hope you will allow us to spend about an hour with you so that we may find out about the value of institutional training programs from one who knows.

Bob Abram, Project Director

APPENDIX B

INTERVIEW FORMS

Code No._____
(to be used for follow-up purposes only)

Protocol No. 76B351

OHIO VOCATIONAL FOLLOW-UP STUDY

Form A

BACKGROUND AND VOCATIONAL EDUCATION EXPERIENCE

Complete this form for all persons interviewed.

THE CENTER FOR VOCATIONAL EDUCATION

Code No. _____

(to be used for follow-up purposes only)

VOCATIONAL FOLLOW-UP STUDY IDENTIFICATION SHEET*

Enrollee's Name _____
(Last) (First) (Middle Initial)

Address _____
(No. and Street)

_____
(City) (State) (Zip)

Telephone No. _____ Date of Birth _____
(Mo/day/year)

Marital Status:

_____Single
_____Married
_____Separated
_____Divorced
_____Common-Law
_____Widowed
_____Other (Specify)_____

Race/Ethnicity:

_____Black
_____Chicano
_____White
_____Other
(Specify) _____

Highest Grade Completed _____ Release Date _____
Month/year

Mode of Data Collection: (check one)
_____Interview
_____Mail
_____Telephone

If interview; Meeting Time, Date, Location, etc.:

Time & Date: _____

Location: _____

Other Notes: _____

_____

_____

*This sheet is for use only by the project staff in locating and identifying respondents. It must be removed from the actual data collection form prior to data processing and stored in a locked file at The Center for Vocational Education, The Ohio State University.

Code No._____
(to be used for follow-up purposes only)

OHIO VOCATIONAL FOLLOW-UP STUDY

Instructions: Please fill in the blanks as indicated. For the other items, circle the number beside the proper response.

I. BACKGROUND VOCATIONAL EDUCATION EXPERIENCE

A. How old are you? _____ years

B. How many months were you at the institution where you took the vocational program? _____ months

C. Of the vocational programs offered at the institution, the program you took was: (Circle only one)

1. your 1st choice. (The program you wanted most.)
2. your 2nd choice.
3. your 3rd choice.
4. Assigned to you and you had no choice.

Comments:_____

_____

D. What background did you have related to the vocational program before taking it in the institution? (Circle as many as apply)

1. Held one or more jobs in the area.
   a. Job or duties of last job before entering the institution _____
2. Had similar courses in public school or other agencies.
3. Grew up around that kind of work.
4. Had no experience in the area.
5. Other (specify)_____

E. How long were you enrolled in the vocational program in the institution? (Circle only one)

1. 3 months or less
2. 4 to 6 months
3. 7 to 9 months
4. 10 to 12 months
5. 13 to 24 months
6. over 24 months

F. How long did you remain in the institution after taking the vocational program? (Circle only one)

1. One month or less
2. 2 to 3 months
3. 4 to 6 months
4. 7 to 12 months
5. Over 12 months

G. Do you think the vocational program was in need of major tools and equipment? (Circle only one)

1. Nothing needed
2. Some major items needed
3. Many major items needed
4. Don't know

Comments: _____

_____

H. Do you think the vocational program was in need of supplies and materials? (Circle only one)

1. Nothing needed
2. Some major items needed
3. Many major items needed
4. Don't know

Comments: _____

_____

I. Did the vocational program have any major tools or equipment which you feel were out of date? (Circle only one)

1. Nothing was out of date
2. Some items were out of date
3. Many items were out of date
4. Don't know

Comments: _____

_____

J. What was the general operating condition of equipment used in your vocational program? (Circle only one)

1. Poor
2. Fair
3. Good
4. Excellent

Comments: _____

_____

K. Were tools and equipment usually available when needed? (Circle only one)

1. Poor
2. Fair
3. Good
4. Excellent

Comments: _____

_____

L. Do you believe your vocational teacher was fair and straightforward with you? (Circle only one)

1. Always
2. Often
3. Seldom
4. Never

M. Did your vocational teacher show a personal interest in you while you were a student? (Circle only one)

1. Always
2. Often
3. Seldom
4. Never

N. Did your vocational teacher tie-in what you were studying in the classroom with what you were doing in the vocational shop? (Circle only one)

1. Always
2. Often
3. Seldom
4. Never

O. What kinds of course-related tests, written or practical, were given in the program? (Circle only one)

1. Both written and practical
2. Practical only
3. Written only
4. No tests were given (SKIP TO ITEM "Q")

P. If tests were given, were they given regularly? (Circle only one)

1. Yes, more than once a week.
2. Yes, once a week.
3. Yes, less often than once a week.
4. No. Tests were given when needed. (For example, as projects were completed.

Q. How would you rate your vocational teacher using the following scale. (Circle only one)

1. Excellent
2. Good
3. Fair
4. Poor

R. How did the vocational program you took affect your interest in the trade? (Circle only one)

1. I became greatly interested in working in the trade.
2. I became quite a bit interested in working in the trade.
3. I became a little interested in working in the trade.
4. The program turned me off.
   If the program turned you off, why?_____
   _____

S. Please indicate how much of an advantage you see in the following areas for taking the vocational program. (Check one response for each area.)

Areas	Little If Any Advantage	A Moderate Advantage	A Big Advantage	Not Applicable
Consideration for early parole	___	___	___	___
Pay for being in training program	___	___	___	___
Learning of skills for a job after release	___	___	___	___
Good work assignment in institution	___	___	___	___
Better housing area (cell block, wing, etc.)	___	___	___	___
Opportunity for work on study release	___	___	___	___
Increased freedom of movement in institution	___	___	___	___
Good way to pass the time	___	___	___	___
Other (specify)_____	___	___	___	___

_____

T. In terms of your needs, how would you rate the training you received in the vocational program? (Circle only one)

1. Excellent
2. Good
3. Fair
4. Poor

U. How has the vocational training you received in the institution helped you since you have been released? (Circle as many as apply)

1. Helped in getting a job
2. Helped in getting back to school
3. Helped in every day living
4. Other (specify)_____

_____

V. What are some suggestions you have for improving vocational program offerings at the institution?

_____

_____

_____

_____

_____

_____

II. ADJUSTMENT SINCE RELEASE

A. From what sources do you receive money? (Circle as many as apply)

Sources

1. job earnings
2. savings
3. wife/husband
4. friends
5. parents
6. other relatives
7. veteran benefits
8. welfare
9. other (specify)_____

B. From what sources do you receive help to pay for living expenses such as housing, food, and clothing? (For each source of help, check as many spaces as apply.)

Sources of Help	Living Expenses			
	Housing	Food	Clothing	Does Not Apply
savings	___	___	___	___
wife/husband	___	___	___	___
friends	___	___	___	___
parents	___	___	___	___
other relatives	___	___	___	___
welfare	___	___	___	___
other (specify)	___	___	___	___

_____

C. Please tell me how much of a problem, if any, the following areas have been for you since your release. (Check one response for each area.)

Areas	Little If Any Problem	A Moderate Problem	A Big Problem
family problems	___	___	___
housing	___	___	___
public acceptance	___	___	___
drinking	___	___	___
drugs	___	___	___
companions	___	___	___
lack of money	___	___	___
lack of job	___	___	___
parole restrictions	___	___	___
other (specify)	___	___	___

_____

D. What problems do you think make it hard for former students in institutions to get a job? (Check one response for each problem.)

	Little If Any Problem	A Moderate Problem	A Big Problem
institutional record	___	___	___
bonding	___	___	___
lack of help from others	___	___	___
lack of experience	___	___	___
lack of training or education	___	___	___
transportation	___	___	___
age	___	___	___
parole restrictions	___	___	___
other (specify)	___	___	___

_____

E. What problems do you think make it hard for former students in institutions to get back in school? (Check one response for each problem.)

	Little If Any Problem	A Moderate Problem	A Big Problem
institutional record	___	___	___
lack of help from others	___	___	___
entry requirements	___	___	___
lack of money	___	___	___
transportation	___	___	___
age	___	___	___
parole restrictions	___	___	___
other (specify)	___	___	___

_____

F. Are you now employed, or have you been employed since your release? (Circle one)

1. yes (please complete Form B)
2. no

G. Are you currently enrolled in school? (Circle one)

1. yes (please complete Form C)
2. no

H. What are your long range plans for employment and/or further education?

_____

_____

_____

_____

Code No. _____
(to be used for follow-up purposes only)

Protocol No. 76B351

OHIO VOCATIONAL FOLLOW-UP STUDY

Form B

EMPLOYMENT EXPERIENCE

Complete this form for all persons who are employed now or were employed at any time after his/her release.

THE CENTER FOR VOCATIONAL EDUCATION

Code No._____
(to be used for follow-up purposes only)

OHIO VOCATIONAL FOLLOW-UP STUDY

Instructions: Please circle the number beside the proper item or items. Fill in blanks as indicated.

III. EMPLOYMENT STATUS

A. Are you working right now? (Circle only one)

1. Working full time
2. Working part time; _____hours per week
3. Not working but looking for work
4. Not working and not looking for work for the following reasons:

   a. in school
   b. illness
   c. other (specify)_____

NOTE: IF INDIVIDUAL IS PRESENTLY WORKING, GO TO NEXT ITEM (ITEM B). IF INDIVIDUAL IS NOT WORKING RIGHT NOW, GO TO ITEM Q.

B. How long have you worked on your present job? _____Months

C. From what sources did you get help in getting this job? (Circle as many as apply)

1. vocational teacher
2. counselor
3. social worker
4. vocational supervisor
5. parents
6. wife/husband
7. other relatives
8. friends
9. state employment service
10. my own efforts with no help
11. other (specify)_____

D. Name of firm where employed? _____

Address _____

Your job or duties _____

E. How related is this job to the vocational program you took in the institution? (Circle only one)

1. same field
2. highly related
3. somewhat related
4. not related for the following reasons:

   a. could not find work in job area
   b. lost interest
   c. pay too low
   d. not enough training
   e. entrance requirements too high
   f. difficulties with employers and employees
   g. other (specify)_____

F. What is your current wage or salary per week (before taxes and other deductions)? $_____(nearest dollar)

G. How satisfied are you with the job? (Circle only one)

1. very much
2. satisfied
3. not satisfied
4. it's really bad

H. If you do not like the job, why not?

_____

_____

I. Does your employer know about your institutional record?

1. yes
2. no

If yes, specify how he/she happens to know about it.

1 - told voluntarily
2 - asked on application
3 - arranged through the institution
4 - arranged through parole officer
5 - former employer
6 - relative is employer
7 - other (specify)_____

J. Please indicate how much of a problem the following areas are for you in the job you now hold. (Check one response for each problem.)

Areas	Little If Any Problem	A Moderate Problem	A Big Problem
Meeting production or performance requirements	___	___	___
Getting along with the employer	___	___	___
Getting along with other workers	___	___	___
Transportation to and from work	___	___	___
Work schedule limits educational opportunities	___	___	___
Limited opportunities for advancement	___	___	___
Pay is too low	___	___	___
Job is boring	___	___	___
Other (specify) _____	___	___	___

K. In your present job, how much of the training you had in the vocational program do you use? (Circle only one)

1. all of it
2. most of it
3. some of it
4. none of it

L. How good was your vocational training in helping you meet the demands of your present job? (Circle only one)

1. excellent
2. good
3. fair
4. poor

M. What tasks are you doing on the job now which your training in the institution did not prepare you for?

_____

_____

_____

N. Are you presently working at any job other than the one described above?

1. yes, _____hours per week
2. no

O. If yes, what are your duties?_____

P. Was your present job arranged for you at the time of your release?

1. Yes (SKIP TO ITEM "Y" BELOW)
2. No (GO TO NEXT ITEM)

Q. Did you have a job arranged at the time of your release? (Circle only one)

1. Yes, and took it. (GO TO NEXT ITEM)
2. Yes, but did not take it. (SKIP TO ITEM "Y" ON NEXT PAGE)
3. No, (SKIP TO ITEM "Y" ON NEXT PAGE)

R. How long did you work on that job? _____Months

S. How related was that job to the vocational program you took in the institution? (Circle only one)

1. same field
2. highly related
3. somewhat related
4. not related for the following reasons:

   a. could not find work in job area
   b. lost interest
   c. pay too low
   d. not enough training
   e. entrance requirements too high
   f. difficulties with employers and employees
   g. other (specify)_____

T. How much of the vocational training you received in the institution did you use on that job? (Circle only one)

1. all of it
2. most of it
3. some of it
4. none of it

U. What tasks did you do on the job which your training in the institution did not prepare you for?

_____

_____

_____

V. What happened with your arranged job? (Circle only one)

1. quit (Go to item "W")
2. fired (Go to item "X")
3. laid off (Go to item "Y")

W. What were the reason(s) for quitting the arranged job? (Circle as many as apply)

1. pay too low
2. found better job
3. not interested in job
4. illness
5. lack of transportation
6. did not like boss or supervisor
7. no child care program
8. did not like people at work
9. other (specify) _____

| NOW, SKIP TO ITEM "Y" |

X. Reason for being fired from the arranged job? (Circle as many as apply)

1. didn't appear interested to employer
2. unable to get along with employer
3. unable to fill duties adquately
4. unable to get along with fellow employees
5. other (specify) _____

_____

Y. Related to your employment experiences, do you have any other suggestions about how your vocational training in the institution could have been improved?

_____

_____

_____

_____

_____

_____

Z. How many jobs have you had since you were released from the institution?

_____ Full-time Job(s) _____ Part-time Job(s)
(Number) (Number)

Code No._____
(to be used for follow-up purposes only)

Protocol No. 76B351

OHIO VOCATIONAL FOLLOW-UP STUDY

Form C

EDUCATIONAL EXPERIENCES

Complete this form for all persons who are in school.

THE CENTER FOR VOCATIONAL EDUCATION

Code No._____
(to be used for follow-up purposes only)

OHIO VOCATIONAL FOLLOW-UP STUDY

Instructions: Please circle the number beside the proper response for each item. Fill in the blanks as indicated.

IV. EDUCATIONAL STATUS

A. In what course of study are you enrolled?

_____ at _____
(course of study) (school name, city, state)

Indicate whether as a: 1. part-time student
2. full-time student

B. How related is your present educational program to the vocational program you took in the institution? (Circle only one)

1. same field (GO TO ITEM"E")
2. highly related (GO TO ITEM "E")
3. somewhat related (GO TO ITEM "E")
4. not related (ANSWER QUESTION "C" OR "D")

C. If you are taking a vocational program but not in the same occupational area you studied in the institution, why? (Circle as many as apply)

1. That program was filled in my school
2. Wanted to study in another area
3. Job opportunities are too limited in that area
4. Wanted to change career plans
5. Hours completed at the institution did not count in my school
6. Did not like the vocational program at the institution
7. Discouraged by school officials
8. Other (specify) _____

Comments:_____

_____

D. If you are not taking any vocational program in school now, why? (Circle as many as apply)

1. The programs were filled in my school
2. Wanted an academic, college-prep program
3. Was not interested in the vocational programs offered
4. Hours completed in the institution's vocational program did not transfer to the program in my school
5. Discouraged by school officials
6. Was enrolled in a vocational program but dropped out
7. Other (specify)_____

Comments:_____

_____

E. Please indicate how much of a problem each of the following areas are for you in the course of study you are taking. (Check one response for each problem.)

Areas	Little If Any Problem	A Moderate Problem	A Big Problem
Doing homework on time	___	___	___
Getting along with the instructor	___	___	___
Getting along with fellow students	___	___	___
Course content is hard to learn	___	___	___
Passing tests	___	___	___
Transportation to and from school	___	___	___
Course schedule limits job opportunities	___	___	___
Other (specify)_____	___	___	___

Comments:_____

_____

F. What is your grade average in school right now? (Circle only one)

1. satisfactory ("C" average or above)
2. unsatisfactory ("D" average or above)
3. don't know

G. How were the hours you completed in the instituion's vocational program counted toward the studies you are taking now? (Circle as many as apply)

1. No credit was given for the hours I completed.
2. Basic program was skipped and I went to a more advanced program.
3. The program in the institution allowed me to meet entrance requirements.
4. The program in the institution allowed me to skip part or all of a semester of study.
5. Other (specify)_____

_____

H. Do you feel you now have any advantage over other students from having taken the vocational program in the institution?

1. yes
2. no

Comments:_____

_____

_____

I. Related to your educational experiences, do you have any other suggestions about how your vocational training in the institution could have been improved?

_____

_____

_____

_____

_____

APPENDIX C

FIELD INTERVIEWERS

FIELD INTERVIEWERS

Jacqueline M. Barnhart
BVR Counselor
Akron Area Office

Mary Lou Clemens
BVR Counselor
Springfield Area Office

Jeanette Damman
BVR Counselor Manager
Defiance Area Office

Helen R. Drake
BVR Counselor
Cleveland Area Office

John Durst
BVR Counselor
Columbus Area Office

Dave Dutton
BVR Admin. Asst. Facilities & Case Rev.
Toledo Area Office

Karin C. Erickson
BVR Counselor
Cincinnati Area Office

Timmy Etue
BVR Special Programs Coordinator
Toledo Area Office

Ronald R. Fankhauser
BVR Counselor
Youngstown Area Office

John Finnegan
BVR Counselor
Cleveland Area Office

Maureen Fitzgerald
BVR Counselor Manager
Canton Area Office

Barbara Fouch
Talbert Halfway House
Cincinnati Area Office

Roy Fouch
BVR Counselor
Cincinnati Area Office

Winfield Frenelle
BVR Counselor
Ashtabula Area Office

Margaret R. Henderson
BVR Job Development Specialist
Toledo Area Office

James Joering
BVR Counselor
Cincinnati Area Office

Theresa Idle
BVR Counselor
Dayton Area Office

Peter J. Labianca
BVR Counselor
Cleveland Area Office

Vivian Laubacher
BVR Counselor Manager
Springfield Area Office

David Leedy
BVR Counselor
Mansfield Area Office

Douglas Meredith
BVR Counselor Manager
Cincinnati Area Office

Leola Murphy
BVR Counselor Manager
Cincinnati Area Office

Patricia A. Nash
BVR Counselor
Cleveland Area Office

Jeanne C. Neff
BVR Counselor Manager
Sandusky Area Office

Donald J. Partsch
BVR Counselor
Columbus Area Office

Richard A. Ries
BVR Counselor
Chillicothe Area Office

John K. Scudder
BVR Job Development
Coordinator
Cincinnati Area Office

William H. Sykes
BVR Counselor
Columbus Area Office

Derek Visser
Citizen Committee on Youth
Cincinnati

Jane E. Whitney
BVR Counselor
Lima Area Office

Alfred R. Williams, Jr.
BVR Counselor
Columbus Area Office

APPENDIX D

ANALYSIS OF INTERVIEWERS' LOGS

TABLE D-1

Level of Effort to Locate and Interview Ex-Offenders

Total Contacts	972
Phone	697
Home	201
Letter	74
Total Interviews Attempted	449
Interviews Obtained	185
Phone	39
Home	125
Other	21
Interview Appointments Broken	54
No Interviews Obtained	264

Table D-1 above presents an analysis of the logs kept by field interviewers during their efforts to locate and interview ex-offenders. Each interviewer was instructed to record the type and number of contacts attempted and the outcome of each contact. Of the 449 interviews attempted, 185 or 41 percent were completed and acceptable for analysis. In addition, 12 were completed but were either invalid or received too late to be included in the scheduled computer analysis. A total of 972 contacts were made in obtaining the interviews. Thus an average of approximately 5 contacts were required for each successful interview. Most of the interviews were conducted in the ex-offenders' homes.

Of the 264 ex-offenders from whom no interviews could be obtained, only 14 were reported to be uncooperative, 22 had been reinstitutionalized, 11 were A.W.O.L., and one was deceased.

The remainder could not be located or if located, were not available.